

**THE VIEWS OF EMPLOYEES ON THE IMPLEMENTATION OF  
PERFORMANCE MANAGEMENT SYSTEM AND ITS IMPACT ON THEIR  
PERFORMANCE IN THE DIRECTORATE VETERINARY SERVICES IN  
THE NORTH WEST PROVINCE**

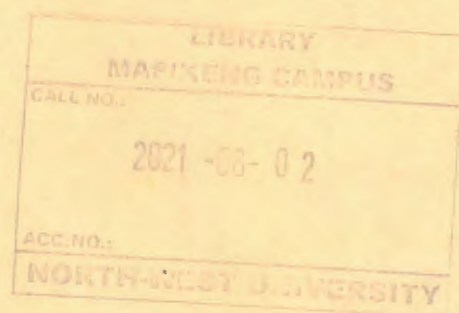
**BY**

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**DECLARATION**

**I DECLARE THAT THIS RESEARCH PROJECT OF THE MASTERS DEGREE IN BACHELOR OF ADMINISTRATION AT THE UNIVERSITY OF THE NORTH WEST HEREBY SUBMITTED AND HAS NOT PREVIOUSLY BEEN SUBMITTED BY ME FOR A DEGREE AT THIS OR ANY OTHER UNIVERSITY, THIS IS MY OWN WORK IN DESIGN AND EXECUTION AND THAT ALL MATERIALS TAKEN FROM OTHER SOURCES CONTAINED HEREIN HAVE BEEN ONLY ACKNOWLEDGED.**



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**DEDICATION**

**TO PROF. LOUW AND MY SUPERVISOR FOR SUPPORTING AND ENCOURAGING ME THROUGH OUT THIS STUDY, TO MY HUSBAND SYDNEY, MY THREE DAUGHTERS TSHEGO, THANDO, KELE AND A SON, PAPPIE FOR THEIR PATIENCE AND UNDERSTANDING AND NOT FORGETTING MRS E. MODIMOGALE FOR PREPARING THE DOCUMENTS**

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- Above all, thanks to my Heavenly father who gave me good health, strength and courage that sustained me through this exercise and difficult times.

## ABSTRACT

**The study is based on the findings after the investigation on the views of employees on performance management system as well as its impact on their performance within the directorate of veterinary services in the Northwest Province .The views of 50 employees including managers were obtained regarding the system. The implications of the employees in this directorate are noted as factors such as inadequate training and skills of managers as far as the concept is concern as well as lack of understanding from the employee's side.**

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## CHAPTER 1

### 1.1 INTRODUCTION

The central role for service delivery in the directorate is a key factor behind service quality's rising prominence as the departmental and societal issue. Service providers need to know and understand the needs of customer when the needs of the customer are performance Management has not being consistently meeting employees' expectations met the department would earn customer respect and loyalty .

The department of Agriculture contributes a lot to the economy of the country. In order to respond more positively to challenges of quality service delivery it is imperative that innovative strategies for performance be adopted. The management has to be sensitive to the objectives and priorities of the directorate for improved service delivery.

The system is used to manage, to measure as well as to improve employees' performance. An effective performance management system will assist in a structural manner to plan, organize and control performance. It is expected that managers in Veterinary Services continuously manage and evaluate employees as part of the normal process of management.

However, it seems employees are not clear about the concept itself and have experienced some problems as far as the system is concerned which they claim may be the cause of their poor performance. When one looks at performance evaluation results for employees in the past years very few are awarded either a rank promotion or merit awards and it is also difficult for them to get notch increase.

The study is conducted in order to review performance problems within the Directorate of Veterinary Services in Northwest Province. The study will also look at policies and strategies of performance management. In essence it will investigate what impact the system had on employees' performance . Some key words that will be used in this study will be outlined in this chapter .

## **1.2 KEYWORDS USED IN THE STUDY**

### **(i) Performance Management**

It is a continuous process whereby the manager and his/her staff jointly identify, within their vision and mission, the employee's individual focus area (responsibilities), the outputs expected from the individual and then use these as standards to assess the performance and behaviour of the employee at a later date Spangenberg (1994:28). It is not clear enough in this directorate how the system works and how it should be implemented.

### **(ii) Performance :**

Scheiner, Shaw & Beatty (1991: 279) defines performance as the measurement of results. He further states that to reward employee the manager together with employee must agree on criteria for measuring their performance. Managers should link rewards to performance and measuring the economic performance of their unit and rewards accordingly.

### **(iii) Work Performance Problem**

Spangenberg (1994:28) states that work performance problem is the unacceptable difference between actual performance and the desired goal. Similarly within the Directorate of Veterinary Services a merit system rank as well as notch promotions serve to reward good performers, but there is

always a problem as far as performance is concerned and this leads to employees not being compensated.

**(iv) Motivation:**

Robbins (1997:47) defines motivation as “the willingness to do something and is conditioned by this action’s ability to satisfy some need for an individual”. A need is a physiological or psychological deficiency that makes certain outcomes appears attractive; therefore a lack of motivation may lead to poor performance as well as a lack of support from the employer.

### **1.3 PROBLEM STATEMENT**

In this study the intention is to establish whether the implementation of performance management leads to poor service delivery within the directorate of veterinary services in the department of Agriculture, Conservation and Environment. The sub problem is to determine through an analysis of employee responses, their knowledge and understanding of directorate’ objectives and aims.

The study should also determine through analysis the attitude towards the whole performance measures evaluation in relation to the whole performance. Most employees within this Directorate are performing below average and this study is aiming at investigating the problems related to that poor performance and how the system affects their performance. Possible problems may include the following:-

- (i) Lack of understanding purpose of existence of the directorate’s goal and aims.
- (ii) Training ,development , knowledge and experience result in good performance.

- (iii) Lack of identification of objectives of the directorate.
- (iv) Improper communication as far as output, expectations, standards and indicators are concerned.
- (v) Ineffective management support may encourage employees to under perform up to the set standards.
- (vi) Misinterpretation of regulatory policies.
- (vii) Lack of motivation.

There is no policy, which allows for measurement of performance in relation to set objectives and standards as well as monitoring and evaluation of the system.

#### 1.4 DESCRIPTIVE HYPOTHESES

According to Smith (1995: 12) a hypothesis is a tentative answer to problems as formulated and it emanates from a thorough knowledge of the nature, intensity and extent of the problem. From the above definition the following descriptive hypotheses may be formulated and the following may lead to performance problem:



- (i) Lack of experience, knowledge and understanding as far as vision , mission, procedures, regulations acts and policies result in poor performing .
- (ii) Lack of understanding as far as performance management system is concern result in poor performance.
- (iii) Lack of proper communication channels as well as positive feedback within the directorate of veterinary service result in poor performance.
- (iv) Lack of training and development ,skills as well as abilities to can perform the duties assigned result in poor performance.
- (iv) Poor career management planning result in poor performance.

- (v) High performance indicators ,standards and targets that are difficult to be reached result in poor performance.
- (vi) Lack of encouragement of teamwork among staff affect general performance of the directorate .
- (vii) Inconsistent rewarding and recognition system for good performers leads to poor performance.
- (viii) Lack of motivating factors within the directorate result in poor performance .
- (ix) Improper implementation of disciplinary procedures in cases of poor performance impact negatively on performance .
- (x) Improper conflict resolution among employees lead to unhappy environment and this result in employees been not satisfied in their job .
- (xi) Insufficient knowledge of proper job descriptions responsibilities as to what is expected to reach objectives.

## **1.5 OBJECTIVES OF THE STUDY**

The main objectives of this study will be the following:

- (i) Comprehend the general purpose of performance management system as well as performance appraisal system.
- (ii) Determine and align divisional, team and individual key performance areas, indicators and standards.

- (iii) Design and develop a comprehensive job and competency profile that includes fundamental components of the performance management system such as training and development programmes, skill development as well as career management plan.
- (iv) To diagnose and comprehend the dynamics of performance reward, and recognition.
- (v) Assess employee's performance in order to diagnose gaps in fulfilling assigned tasks and provision of relevant intervention measures.
- (vi) To conduct performance interview in order to assess employee's performance to ascertain compliance to set objectives.
- (vii) To provide remedial measures or interventions to undesired outcome.
- (viii) To look at motivational factors to be implemented within the directorate.

## **1.6 IMPORTANCE OF THE STUDY**

New public service regulations and other policies are put to create an opportunity of probability, effectiveness, efficiency, accountability for sustainable development and service delivery, the study intends to establish cause of failure to implement policies and cause of poor performance or poor services delivery.

Considering the rationale of the study as a person who works in the directorate of Veterinary Services within the Department of Agriculture, Conservation and Environment there is a perception that employees are not satisfied with the

performance management system that is in place. There is a general concern from managers that mostly employees perform far below average and the reason for poor performance may be deducted .

## **1.7 RESEARCH METHODOLOGY**

According to Kerlinger (1936) research is the plan and structure of an investigation conceived to obtain answer to research questions .

### **1.7.1 Description of organization**

The study will be conducted within the Department of Agriculture, Conservation and the Environment with special reference to the Directorate of Veterinary Services. The Directorate of Veterinary Services consists of the following sub directorates:

- (i) Sub directorate animal health for disease control.
- (ii) Sub-directorate public health which deals with zoonotic diseases.
- (iii) Sub-directorate diagnostics for diagnosis of diseases.
- (iv) Sub-directorate support services for administration.

### **1.7.2 Population**

According to the staff establishment of the Directorate Veterinary Services there are 120 staff members, consisting of 100 men and 20 women. There is a general perception that 80 percent of workers are performing below standard. The Directorate consists largely of field service staff, which consists of Animal Health Technicians, State Veterinarians, VPH technicians, Lab Technicians and a small support services section (administrative staff).

### **1.7.3 Sampling Techniques**

A sample of 60 employees will be drawn from the population. A proportional sample will be done according to job categories ,gender, age as well as level of education drawn from the employees. The method that will be used for gathering information will be by questionnaires, interviews, records or any other methods that will be helpful to get information.

### **1.7.4 Data collection.**

#### **1.7.4.1 Interviews**

Mouton & Marais (1992 :35 ) says interviews involve direct contact with the participants for answering questions. It will be conducted mostly with employees who can't read and write and who do not understand the language . It will be a non-scheduled interview to enable them to comment on widely defined issues. It will also enable the respondent to reply in their language of preference and this will eliminate misunderstanding.

#### **1.7.4.2 Questionnaires**

Huysamen (1993 ;43 ) defines questionnaire as a set of questions with mixed wording and sequence of presentation as well as a more or less precise indication of how to answer each question. This will help in reducing time as well as costs. Questionnaires will be distributed to managers, senior staff and to employees who are able to write and understand the language used.

#### **1.7.4.3 Statistical analysis**

According to Wegner (1993 :5 ) inferential statistics is that area of statistics which extends the information extracted from a sample to actual environment in

which the problem arises .This method will allow the study to establish the bounds of reliability of their limited data when generalizations are sought .Some inferential statistical methods, factor analysis will be used to analyze data. More information will be included to allow proper understanding.

#### **1.7.5 Tables and figures**

Tables will be used because is an efficient way to present large amount of data in a small space. Figures also will be used to convey the overall pattern of the result.

#### **1.8. LIMITATION OF THE STUDY**

This study is going to be conducted in the Department of Agriculture, Conservation and Environment, but concentrating on one Directorate namely that of Veterinary Services in Northwest Province, and the sample size is only 60 .Due to the limited scope of the study one cannot generalize the results to other directorates and Departments in the North West Province nor to the rest of the country.

#### **1.9. CONCLUSION**

The Directorate should manage performance in order to enhance organizational efficiency and effectiveness. Sound management requires the employer to document poor as well good performance in work quality, quantity, attendance and conduct. In the Directorate poor performance is common and most of the supervisors show concerns toward performance evaluation and assessment, especially when staff has to be compensated or promoted.

In chapter two there is going to be a review of literature about performance management systems and its influence on performance .This will always be

related to the problems investigated, policies or strategies that are used by other companies and their diagnoses.

The literature review will make it easy to compare the findings of this study with those of other studies. Jankowics (1995: 131) says that a literature a review is an account of what others have done and reported of what concepts, which one chose as a result of a research. There is going to be a review of literature about problems of performance management systems and performance appraisal as a way of rewarding good performers.

## CHAPTER 2.

### PERFORMANCE MANAGEMENT OVERVIEW

#### 2.1 INTRODUCTION

There are many reasons why managers are expected to evaluate the personnel under their control. Personnel evaluation cannot rely on the memory of the manager about his personnel's work achievements. A performance management system is therefore a support strategy of the organization. It must meet the needs of the organization and of the individual. It should provide an enabling framework to integrate performance.

The system should use performance objectives; measurement, feedback and recognition as means of motivating people to realize their potential without that this directorate can only achieve sub-optimal performance. In this chapter there will be an investigation of aspects that are having negative impact on performance, the problems associated with performance management system, and other related factors.

#### 2.2 DEFINITION OF SOME TERMS

In order to avoid misconceptions that may arise due to the use of certain terms, these concepts are defined :

- (a) **Performance management** as described by Bevan and Thompson (1991:33) contains the following elements: -
- (i) A shared vision of organizational objectives, or a mission statement communicated to all employees.
  - (ii) Individual performance management related both to an operating unit and wider organizational objectives.

- (iii) Regular formal reviews of progress towards these targets.
- (iv) The review process used to identify training, development and reward outcomes.
- (v) Evaluation of effectiveness of the whole process and its contribution to overall organizational performance to allow changes and improvements to be made.

**(b) Performance Appraisals:**

Is described as a continuous process of purposeful observation of the worker who is to be evaluated in order to form an objective image of his abilities, interests, aptitudes, preferences and limitation for his utilization and development (Government Gazette).

**(c) Other terms used as described by (Government Gazette)**

**(I) Required capability**

Used to identify and describe the common attributes, type, level and quantity of skills and behaviors that employees are expected to demonstrate .

**(II) Performance Standards**



Performance standards are mutually agreed criteria to describe how well work must be done. They must be used to clarify the key performance areas, which includes indicators, standards or targets.

(III) **Skill development**

Activities to develop the knowledge, skills and attitude necessary to achieve the identified objectives.

(IV) **Progress review**

Periodic discussions between supervisors and employees to monitor progress resolve problems and adjust work plans, for the performance cycle.

(V) **Key Performance Area**

Job that are critical in terms of making an effective contribution to achievement of a longer-term outcome or goal.

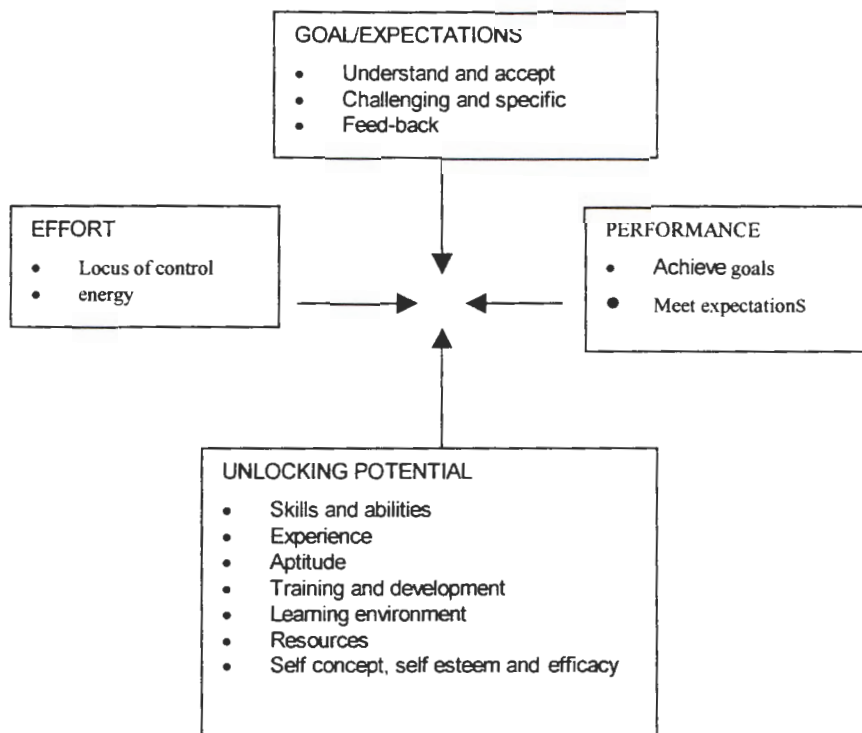
## **2.3 PERFORMANCE AND MEASURING PERFORMANCE**

### **2.3.1 Performance**

According to Coetsee (1996:158) the effort- performance relationship is one of the building blocks of the expectancy theory and this relationship is influenced strongly by goals and expectations and by the unlocking of people's potential.

The other simply way as Coetsee (1996:158 ) describe performance is by means of the following formula:  $P = S \times M \times R$  (Where P = Performance; S = Skills and abilities ; M = Motivation and R = Resources)This formula indicates that the manager's task is to see to it that team members have the required skills and abilities , that they are motivated and that they have the necessary resources to be able to do their work.

**Figure 1 Effort leads to performance.**



**Coetsee (1996 : 160 ) Effort leads to performance**

## **2.3.2 Performance Components**

### **2.3.2.1 The capacity to perform (potential)**

Coetsee (1996 : 160-162 ) states there is much more than merely skills and abilities. It encompasses all the “can do” aspects that are factors contributing to effective job execution, i.e. skills, abilities, knowledge, experienced, aptitude and training.

### 2.3.2.2 **Motivation**

This can best be described as the “want to do” factors. It includes things such as clearly defined goals and the acceptance of these goals and the effort or energy people put in to achieve the goals. It can therefore be regarded as a commitment to performance. Robbins (1997:47) indicates the needs for motivation in Maslow’s Hierarchy of needs and Factors affecting job satisfaction in Herzberg’s theory.

#### **(a) Maslow’s hierarchy of needs:**

Robbins (1997:47). States the following various level of human need in Maslow’s hierarchy and factors affecting satisfaction:

##### **(i) Physiological need:**

It is comfortable environment as well as provision of good salary. Manager must know that workers need competitive remuneration. Their performance must be linked to incentives.

##### **(ii) Security Need:**

Organization must adhere to rules/regulations to provide job security. employee must be shareholder of an organization.

##### **(iii) Social Need:**

Must encourage team work especially in decision making employees also need colleagues to learn from.

(iv) **Self esteem need:**

Provision of recognition, advancement and compensation. Employees need the opportunities to develop in their area of expertise and freedom to plan and execute work independently.

(v) **Self-actualization need:**

Provide for participation in goal setting and decision-making processes, job rotation, provide supportive and progressive leadership that allows employees to do things differently.

**(b) Job satisfaction**

It is very important for employers to motivate their employees in order to achieve organizational goals. Robbins (1997:47) states that employee dissatisfaction on their job is a result of environmental factors because they feel that they are neglected and this will really affect their performance ..

In Herzberg theory ( Robinson 1997 :48) emphasizes the fact that monetary rewards will not bring employees happiness and may even work against the employer who use them. The risk occurs when the task itself takes on secondary importance to incentive. In hierarchically structured companies of old, management relied on motivating employees through gradual promotion with greater responsibility, higher status and a slightly bigger pay cheque .

Since pay system never satisfy the individual need McAllen (1995 : 64 ) suggests that employees must be given more control over their job , goals, choices of behavior and feedback. Managers must ensure that the work they do is congruent with their true career goals and capacity. Employees

must be treated as business partners and they must suggest the type of reward they will appreciate .Punishment must be eliminated from environment or balance positive and negative feedback (Vroom 1990:156).

### **2.3.2.3 Creating opportunities to perform**

This includes unlocking and using potential and commitment to performance, but it also includes all the other important factors, such as manager-leadership, mentorship, and provision of resources, rewards and recognition and job satisfaction (Cotzee 1996:163).

### **2.3.2.5 Creating a productive work climate**

Organizational climate refers to the collective current impressions, expectations and feelings of the members of the work unit. These in turn affect members' relations with supervisors, with one another, and with other units.

Vroom (1990:156) states the following :

- In terms of the Burke-Litwin, model (1992) climate is influence most strongly by organizational structure, systems and procedures, and management practices.
- Leaders try to create joy in work for everyone. They try to optimize the education, skills and abilities of everyone and help everyone improve.
- Celebrating accomplishments. Leaders should share victories, strive for happiness and remove obstacles to pride in work.

## **2.4 EVALUATING PERFORMANCE**

Most organizations uses different methods to evaluate and measure performance . The formal year-end performance review, alternatively called the

appraisal interview, represents the end of the annual performance management cycle in the Department of Agriculture, environment and conservation .

Wheelen & Hunger (1984:206) state following steps to be followed:

- Determine what to measure. Top management as well as operational managers needs to specify what implementation processes and results will be monitored and evaluated.
- Establish standard of performance standard used to measure performance are details of strategic objectives. They are measures of what is acceptable performance result.
- Measure actual performance. Measurement must be at predetermined times.
- Compare actual performance with the standard. If actual performance results are within the desired tolerance range, the measurement process stops there.
- Take corrective action. Action must be taken that will not only correct the deviation but also prevent its happening again.

#### **2.4.1 Performance appraisal**

Performance appraisal (PA) is the ongoing process of evaluating and managing both behavior and outcomes in the working place. Organizations use various terms to describe this process as performance review, annual appraisal, performance evaluation, employee evaluation and merit evaluation other terms used (Carrel et al 1998: 258).

Performance appraisal is use to identifying training needs by assessing employee's level of competence in the work. The employee may need to update

his skills or rectify his approach to a new development in his job by means of training .It is also used for Improving present performance. An employee may fail to meet required standards of performance due to -bad interpersonal relationship, financial works, domestic problems and others (French and Hollmann 1975: 104).

On the other hand, (Morrisey 1983: 54) says it sometimes happens that the implementation and application of a poor system is so well planned in advance, that this makes the system effective in spite of its inherent shortcomings

### **(i) Problems with Performance Appraisal**

An effective performance appraisal must be objective , fair ,and purposeful and it must be reliable , valid ,empirical and communicated thoroughly but despite the fact of the matter the directorate still experience some problems. Bacal (1999 : 55 ) says lack of management commitment in appropriate organizational culture and performance appraisal destroys teamwork. Measuring objectives or standards fosters mediocrity. Performance appraisal system and rater inadequacies increase performance variability . Bacal (1999:55) also stated that management focus on short-term (local) rather than long-term (general) objective

Muchusky's (1999:178) says graphic rating scales is where individual is rated on a number of traits or factors. The rater judges how much of each factor the individual has and is usually on 5 or 7-point scale. In making these rating the rater may commit error in judgment .

These are evaluations based on the rater's general feeling about an employee Cooper & Lybrand (1997: 33) refers to these as invalid and valid halos respectively. In general halo errors are considered to be the most serious and per visage of all rating errors .

Leniency errors and Central tendency as shown by Murph, Jako and Anhastt (1993: 78) they say these occur because the rater has applied personal standards derived from his/her own personality or previous experience. Critical incidents these are records of behaviours of employees that greatly influence their performance.

Critical incidents are used to guide employees in their specifics of their job performance, and each employee's performance can be described in terms of occurrence of these critical behaviour. According to Vroom ( 1990:156 )some managers has a problem of resistance as far as performance appraisal is concern. The resistance is usually attributed to the following causes:

- (i) A normal dislike of criticizing subordinate
- (ii) Lack of skill needed to handle the interviews
- (iii) Dislike of a new procedure, with its accompanying changes in ways of operating.
- (iv) Mistrust of the validity of the appraisal instrument

#### **2.4.2 How to Measure Performance**

Vroom ( 1990:156 ) state he following :



- Always emphasize the effect that effort has on performance.
- Remember that the effective measurement of performance is dependent upon the trust levels between management and workers.
- Remember that the effective measurement of performance is dependent upon the trust levels between management and workers
- Endeavor to measure performance objectively.
- Allow people the opportunity to evaluate their own performance.

### **2.4.3 Problems in measuring performance**

Hodges and Wortman (1980:128) continue by saying the measurement of performance is a crucial part of evaluation and control. Without objective measurements, it would be extremely difficult to make operational, let alone strategic decisions. The monitoring and measurement of performance can cause side effects that to overall corporate performance are dysfunctional. Among the most frequent negative side effects is a short-term orientation and goal displacement.

#### **(i) Short-term Orientation**

Smith (1995: 23) states that methodology is the approach taken to collect data. The approach must be systematic and orderly in nature and on the other hand techniques consist of procedures that will define the problems clearly and which are linked with each other in a logical and systematic sequence. In this study the following method will be used.

Hodges and Wortman (1980:129) state that in many situations top executives do not analyze either the long-term implications of present operations on the strategy they have adopted or the operational impact of a strategy on the corporate mission. They report that long-run evaluations are not conducted because executives may not realize their importance and they may feel that short-run analysis is better.

#### **(ii) Goal Displacement**

Smith (1995: 23) states that goal displacement occurs when activities originally intend to help attain corporate objectives become ends in themselves – or are adapted to meet ends other than those for which the

were intended. Two types of goal displacement are behaviour substitution and sub optimization.

**(iii) Behaviour substitution**

Hodges and Wortman (1980:129) say not all activities or aspects of performance can be easily quantified and measured. It may be very difficult to set standards for such desired activities as cooperation or initiative. As a result, managers of divisions or functional units tend to focus more of their attention on those behaviours that is measurable (and, therefore, easy to monitor and measure) than on those that are not. They ignore behaviours that are either unmeasurable or difficult to measure.

**(iv) Sub optimization**

Hodges and Wortman (1980:129) say one division's attempt to optimize the accomplishment of its goals can cause other divisions to fall behind and thus negatively affect overall corporate performance. One common example of this type of sub optimization occurs when a marketing department approves an early shipment date to a customer as a means of getting an order, and forces the manufacturing department into overtime production for this one order.

## **2.5 REWARDING / COMPENSATING GOOD PERFORMANCE**

The purpose of rewarding is to recognize and acknowledge employees good performance and motivate those who are performing above the agreed upon or set standards. Rewards must be linked with performance and focused on results or performance output.

Luthans (1997 :218 ) says performance must be linked to reward and recognition. Top performers must be rewarded significantly better than other employees. Provide significant recognition to managers and supervisors applying and using the performance management system effectively. Obtain employees' ideas about the kind of rewards and recognition they value. The following are the methods used for rewarding or compensating good performers :

### **2.5.1 Incentive plans**

According to Andrews (1988:32 ) the best criterion for appraising the quality of management performance, in the absence of personal failure or unexpected breakdowns, is management's success over time in executing a demanding and approved strategy that is continually tested against opportunity and need."

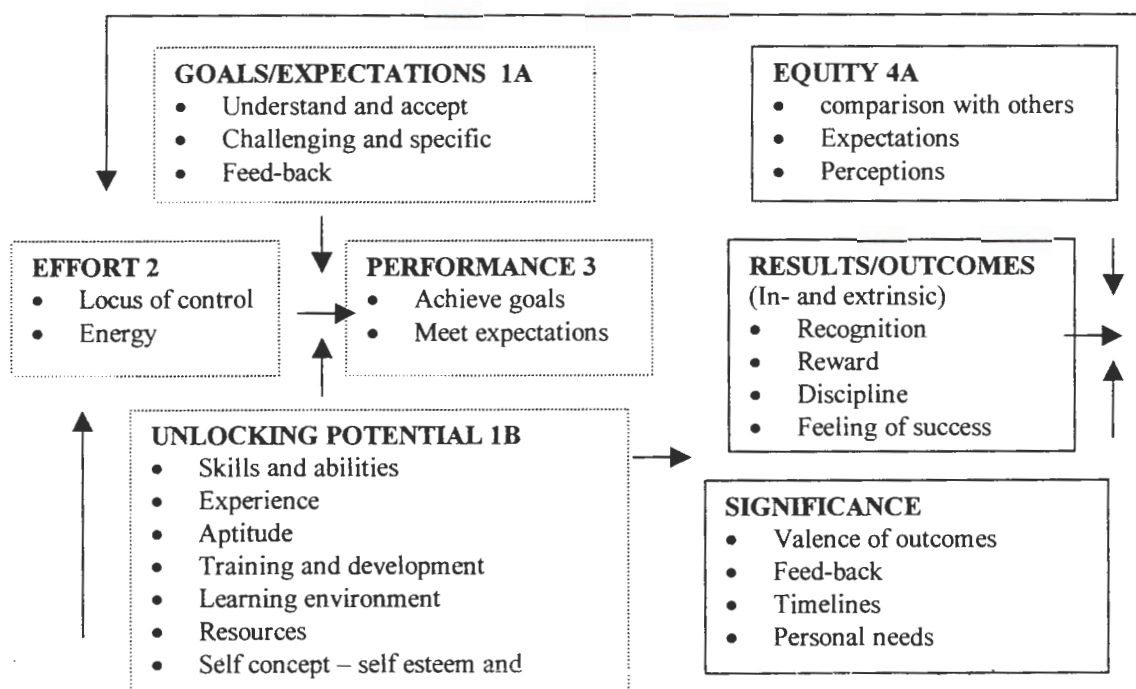
The following are three approaches to better match rewards and the accomplishing of strategic objectives as stated by Stonick (1981 :345 ): the weighted-factor method and 2) the long-term evaluation method ;

- (i) **Weighted-factor method.** Particularly appropriate for measuring and rewarding the performance of top managers and group-level executives, when performance factors and their importance vary from one to another. In one corporation we might find the following variations; the performance of high-growth measured in terms of market share, sales growth, designated future payoff, and progress on several future-oriented strategic projects.
- (ii) **Long-term evaluation method.** This approach compensates managers for achieving objectives set over a multi-year period. An executive is promised some company stock or "performance units" (convertible into dollars) on the basis of long-term performance.

## 2.5.2 Linking Rewards And Recognition To Performance

Figure 2 below emphasizes that in a work situation, performance on its own does not have a long term motivating effect. People have a need to know “what do they get in return”. They expect their performance to be recognized and rewarded. Performance must therefore lead to an outcome or result. This outcome must be of a positive nature if people perform.

Fig 2: The results/outcomes of performance



### Coetsee (1996:177) Linking rewards and recognition to performance

When people however under-perform – the outcome could be one or other form of discipline – thus a negative outcome. **Expectancy theory** once again shows us that the performance – outcome relationship is one of the core elements of this theory. Another good reason for linking outcomes to performance is that, good performance followed by giving rewards and recognition reinforces the effort as well as the performance behavior. In the case of under-performance

followed by discipline, it discourages this behaviour. This is in line with **Skinner's** reinforcement theory of motivation (Coetsee 1996:179).

**(i) The Performance – Outcome Link**

Coetsee (1996:179) says the kind of outcomes varies, for example rewards and recognition may include monetary recognition, promotion or a pat on the back, a feeling of satisfaction or even being disciplined. Distinguishing between two groups of outcomes, i.e. extrinsic and intrinsic outcomes.

**(ii) Extrinsic outcomes**

Coetsee (1996:179) states that this implies that the organization appreciates and therefore recognizes and rewards employees' performance. Employees are quick to perceive this and they appreciate their organizations conduct towards them. Another form of extrinsic outcomes is discipline. Discipline is usually seen as a negative outcome following undesirable behaviour such as bad performance. Discipline is therefore a measure used to combat under-performance or counter productive behaviour. The original meaning of the word discipline is therefore to get someone committed to learn.

**(ii) Intrinsic outcomes**

Hackman and Oldham (1980:89) states that intrinsic or intangible outcomes, following on performance, are in essence "rewards which you award yourself" as a result of good performance. It includes things such as that warm feeling of success. Intrinsic rewards are not something that an organization could give its employees. The most managers could do is

to create an environment which makes it possible for employees to experience intrinsic rewards.

Hackman and Oldham (1980: 90) indicates that to reinforce the performance- outcome relationship and to make this relationship as objective as possible, it is necessary to evaluate performance. To reward good performance and to discipline unacceptable performance leads to the reinforcement of the required behaviour and to the discouragement of unacceptable performance. This is also based on the so-called reinforcement theory of motivation.

## **(ii) Fairness (Equity) Of Rewards And Recognition**

Coetsee (1996:24) says fairness has to do with employees' perceptions of how equitable or just rewards are. This perception or observation is based on a comparison the individual makes with "another" or more than one person. The team member compares what he receives for his work – his outcomes and what he puts into his work – his inputs with what he thinks or perceive the outcome/input ratio of the "other" is with whom he compares himself.

The result of this comparison is the foundation of your view of equity and fairness. This approach is known as **Adams' equity theory**. The popular expression of being "overworked and underpaid" explains the essence of equity theory very well .

If a team member feels that he is treated unfairly it may lead to a reduction in effort and performance. The manager-leader should therefore be up-to-date regarding their team members' perceptions of equity and how these perceptions evolve. If both or even one have the outcomes (rewards e.g. bonuses) are kept secret, people make

assumptions about it and these assumptions or perceptions are often incorrect and incomplete.

**(iv) Information**

Communicate continuously to all managers and employees features such as:

- (a) The reasons for the existence and application of the system and the goals that must be achieved by means thereof.
- (b) How the system relates to the vision, mission and goals of the organization.
- (c) The application of the system and how it function
- (d) The linking of the system to other systems such as remuneration, promotion, training.
- (e) Regularly measure employees' and managers' understanding and acceptance of the system.

**2.6 PERFORMANCE MANAGEMENT**

The success of the directorate of veterinary service depends on the efficiency and effectiveness with which employee carry out their duties. Managing performance is therefore a key management function and should be done on regular basis .

**2.6.1 Principles of performance management as outlined by (comprehensive guide on Performance Management developed by the DPSSA).**

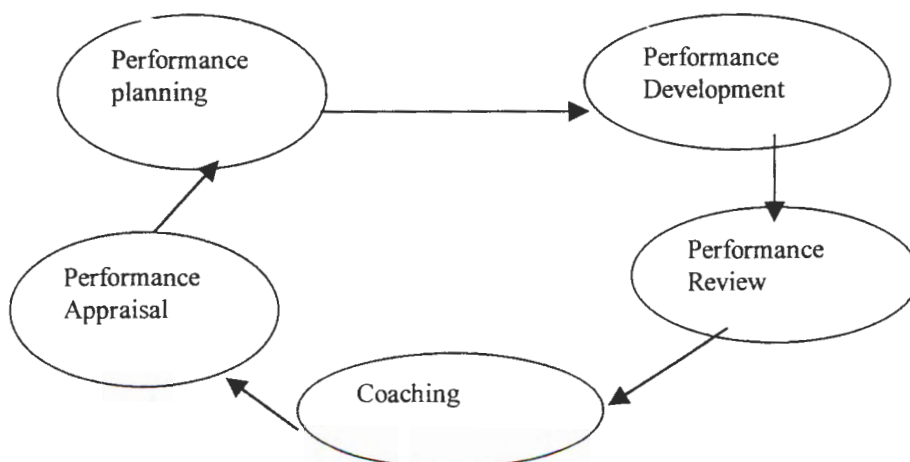
- (i) Written feedback is required at least once a year, but more frequently quarterly review and feedback session are encouraged.
- (ii) Employees should know what is expected of them

- (iii) Poor performance must be identified and improved through appropriate development and training programmes and good performance must be recognized and further development encouraged .
- (iv) Reviews and feedback should be results orientated in line with the key objectives agreed to with the immediate manager and identified in the inherent job requirements.
- (v) Objectives should include personal development as agreed in a personal development plan taking account of the requirements of the Skills Development Act as well as operational objectives.
- (vi) Feedback meetings should take place on a regular basis with under performance being targeted for improvement within specific timeframes and disciplinary measures should be followed.

### 2.6.2 Performance management cycle

The performance cycle have five main elements planning, development, review, and coaching and performance appraisal. The cycle is about the bringing together of two parties at a level where each is interested and committed to the other success (Bailey 1993:285).

**Figure 3: Performance management cycle**



**Figure 3: Performance management cycle (Nentlay 1999:284)**

Egan (1994: 300) states that the performance cycle has five main aims:

- (d) To establish what is expected (performance planning)
- (e) To provide appropriate support (Performance development)
- (f) To review the progress (performance review)
- (g) To acknowledge and reorganize performance (performance appraisal)

### **2.6.3 Components of the Performance Management System**

Performance management is not a linear straight process. It is a dynamic process between two people that change over times (DPSA, UP,EU,19) states the following as discussed below.

#### **(i) Performance planning**

Performance planning is the starting point for the employee and manager to begin the process. It is mostly about clarifying job tests for individual employees and it provides a forum for general discussion. The end product of performance planning is a written document listing the objectives, goals and standards. This then constitutes the performance plan for the employee and will be used in the interim and final appraisal meetings.

#### **(ii) Ongoing performance communication :**

Mantirman & Lowler (1992:72) say ongoing performance communication is simply two ways process to track progress, identify barriers to performance and give both parties information that they need to succeed. It is a dialogue that link planning and appraisal.

### (iii) **Data gathering observing and documenting.**

Performance management is a problem solving process, and that means that managers must collect data about the performance of an employee, the work unit and organization. Observation is what manager sees or hears. If the employee is rude to customers or not. While documenting is the actions a manager take to keep records and keep tract of all the data gathering about employees.

#### **2.6.4 Coaching**

Bacal (1993:11) says managers can evaluate performance while at the same time function as a coach to improve performance. This is possible but highly unlikely that manager can fulfill both of these functions.

The concepts of **transformational change** and leadership have been raised very often in recent literature on organizational dynamics. The term 'transformational' refers to areas in which change is likely to be caused by interaction with environmental forces, external and internal tot he organization and which require entirely new behaviour patterns form staff members.

#### **2.6.5 The purpose of Performance Management**



Bascal (1993: 12 ) says the purpose of the system is for managing and measuring the performance of the individual focus on the impact of task requirements and individua/ abilities, needs, values, and motivation on individual performance. If the purpose of Performance. With improvement of overall organizational functioning as the objective, there is also a sharper focus on the individual in the organization. The other factor that may influence the positioning of Performance Management is acceptance of the system by management (Raia, 1974 ).

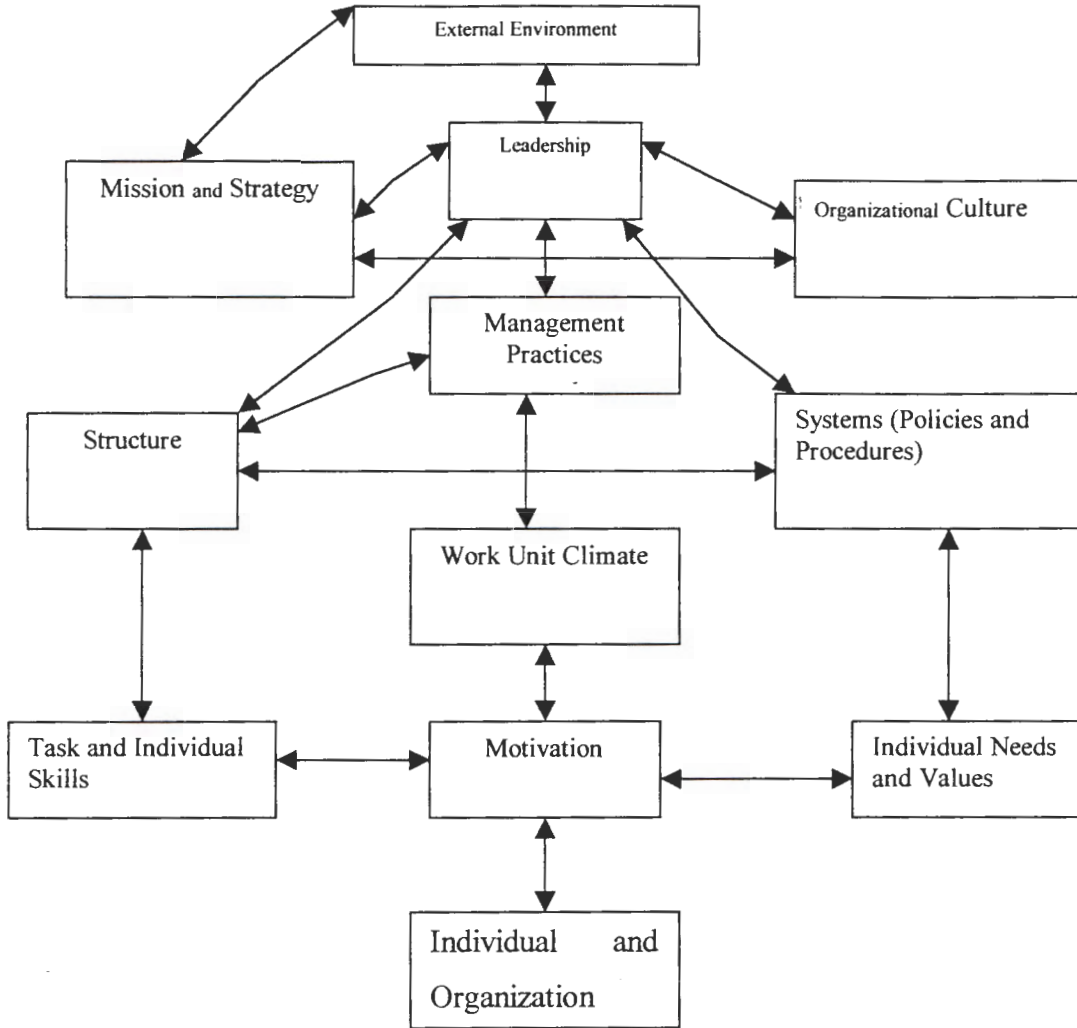
## **2.6.6 Integrated Model Of Performance Management**

According to Burker & Litwin (1992 :123) Figure 4 below shows that in the model the 'External Environment' box at the top represents input while the 'Individual and Organizational Performance' box at the bottom presents output. Feedback loops go in both directions. The remaining boxes of the model represent throughput, in accordance with general systems theory. Arrows in both directions convey the open-systems principle that changes in one element will eventually have an impact on others. It is important to note that elements higher up in the model have a stronger influence on performance.

Organizational culture has a stronger influence on performance than, for instance, individual needs and values. In order to put Performance Management into a wider context it is important to distinguish between transformational and transactional dynamics.

**The Burker-Litwin models of individual and organizational performance and change (Burker & Litwin, 1992 :123)**

**Fig 4 (The Burker-Litwin models )**



**2.6.7 Performance Management Indicators**

Schutte (1991 :102 ) indicated that the more and less effectiveness of the key performance indicators look as follows :

### **(i) Deployment**

It is more effective when management continually reviews the work of staff, provides honest and realistic feedback, gives the necessary guidance and support through coaching to ensure that all staff develop their skills and knowledge whilst accomplishing tasks . while its negative part is when they reviews the work of staff in a formal manner, but does not give the regular support needed to ensure that each staff member develops his skills and knowledge, and takes no account of personal needs (Schutte 1991 :102 ).

### **(ii) Recognition**

Acknowledges and 'regards' people regularly, based on performance; evaluates achievements fairly and provides timely and constructive feedback. On the other hand they can give feedback only when performance is not up to standard and tends to criticize the person than their behaviour (Schutte 1991 :102 ).

### **(iii) Consideration**

Positive when they shows respect, concern and trust for staff as individuals, and understands the differing goals and needs of staff. Fulfils commitments made tot hem and treats all levels of staff as colleagues. Negative when treats staff as a homogenous group. Demonstrates little confidence or trust in them by not giving them responsibility and autonomy. Does not deliver on promises made (Schutte 1991 :102 ).

### **(iv) Communication**

More effective when promotes open, two-way communication with staff, listens and takes account of their views; Keeps them informed about internal developments and runs regular meetings with them and less effective if it does

not keep staff informed about what is going on; maintains a 'closed door' policy and is autocratic rather than democratic (Schutte 1991 :102 ).

**(v) Delegation**

More effective when gives responsibility and autonomy to staff where appropriate; successfully achieves objectives through staff by entrusting them with specific tasks and ensures that they have the ability, resources and authority to complete the tasks and less effective if it allows staff only limited autonomy in carrying out their tasks, and does not equip them with the requisite ability, resources and authority to get things done(Schutte 1991 :102 )

**(vii) Organization and control**

Arrange and monitors team effectively, defines appropriate roles for team members and organizes related tasks together to encourage co-operation and less effective if it deals with team members mainly as individuals; do not pay sufficient attention to issues of co-ordination and is inconsistent in the way he manages (Schutte 1991 :102 )

**(viii) Motivation**

Schutte (1991 :102 ) encourages participation in agreeing on objectives and targets; encourages informal meetings between groups to resolve problems, discusses ideas etc. and provides regular feedback about team progress against objectives and less effective if it tends to dominate the group; does not manage conflict effectively; does not seek group consensus when defining tasks or objectives.

**(ix) Analysis**

Able to assess situations accurately and involve staff in finding solutions and less effective if it makes decisions but does not always get the full facts from the people involved (Schutte 1991: 103).

**(x) Planning**

Able to develop work plans and set objectives; allows sufficient time to explore problems and their causes, plans reasonable team objectives and distribute workload equitably and less effective if it does not pay sufficient attention to implementing expedient solutions or evaluating alternative courses of action; does not monitor how effectively decisions are implement (Schutte 1991: 103).

**(xi) Direction**

Does not shy away from taking touch decisions, is able to act decisively under pressure assumes ownership for decisions taken and less effective if it tends to avoid dealing with difficult situations and does not always take responsibility for decisions made (Schutte 1991: 103)..

**2.6.7 Problems With Performance Management**

Rummier & Brache (1990: 232) states that performance management manages performance of system and teams that form part of it. It rewards system/team performance as part of overall compensation and set and measures goals aimed at planning and improving the system. It uses customer-and-mission-related criteria.

Performance management use job-related behaviour based scales to facilitate performance planning and employee coaching. Do not overemphasize numerical standards. Performance management makes only gross comparative judgments about individual performance. Use narrative assessment based on accomplishments and behaviours demonstrated, rather than numerical ratings.(Galbraith, 1994:85).

## **2.6.8 The Leader's Role In Enhancing Employee Performance**

Leadership is such a broad concept that it is impossible to deal with it in any substantial way within the scope of this study. It is important, however, to focus on the core of the employee Performance Management processes – the leader-subordinate relationship. It is significant that this relationship runs throughout the process.

Rummier & Brache (1990: 235) suggested the following leadership steps:

### **(i) Effective leaders first develop a vision**

The vision will binds employees together by providing them with a long-term goal that gives them a sense of purpose and also set specific challenging short-term goals for the implementation of the vision

### **(iii) Effective leaders model behaviour**

Other areas in such as problem solving, decision-making, and action for the purpose of accomplishing short-term goals, which are necessary for achieving the long-term goal and know that what gets measures get done. The measuring of performance indicates to employees the importance of goals to the organization. In this irformation age managers cannot always know everything; they must rely on input form others to keep them informed.

(iv) **A customer-focused approach.**

The manager and his subordinates as a team must be able to identify and understand customer requirements. They should examine processes, obtain customer requirements. They should examine processes, obtain customer feedback and allow for feedback between employees and between employees and managers. The team's goal should be to improve processes continuously by being open flexible, and adaptable to change (Rummier & Brache (1990:235).

(v) **Fostering innovation.**

The manager must encourage risk taking and continuous improvement in order to improve processes and to provide the customer with a quality product. It stands to reason that the manager should tolerate mistakes rather than blame employees (Rummier & Brache (1990:235).

(vi) **High ethical standards.**

The manager must deal honestly with employees, colleagues, and the customer. This includes complying with policies and organizational procedures, using organizational resources judiciously, and treating others with respect and dignity (Rummier & Brache (1990:235).

(vii) **Empowering others Managers'**

Empowering others Managers' expectations and treatment of their subordinates play a significant role in their subordinate's performance and career progress. The manager must express confidence in the employee while demonstrating the skills and knowledge the employee needs to perform effectively .He must be willing to share power by giving the

employee the necessary information required to perform and be willing to accept input from the employee as well.

**(viii) Statistical thinking**

In order to ensure processes function within predetermined standards an analytical approach is important. It requires that managers adopt a problem-solving approach of looking at variables affecting the process. Long-term rather than short-term thinking.

**(ix) A collaborative team approach to working :**

In order to encourage team members to collaborate rather than to compete, there should be no practices such as individual employee recognition, rewards, or rating systems that can damage cohesiveness. A climate of trust can be created by openly sharing information.

Team members should be coached on how to give feedback to one another that emphasizes improving processes, rather than criticizing individuals. Importantly, the manager should be open to receiving feedback from members of the team and willing to make adjustments to improve the team effort. One agrees with the author that to develop and optimize the team's performance managers must understand group dynamics (Rummier & Brache (1990:235).

## **2.7 UNSATISFACTORY PERFORMANCE**

The term performance is a neutral term and includes performance levels from poor or under-performance through to acceptable performance and outstanding performance. The under-performance of employees is an indication that supervisors and managers also under-perform.

### 2.7.1 Reasons for poor performance ( Coetsee 1996:155).

- Skills and abilities are not good enough
- Lack of knowledge and experience
- Poor communication in organization
- Lack of effort since they do not try enough
- lack of motivation , interest and ineffective management

## 2.8 TRAINING AND DEVELOPMENT

Muchunsky (1998 : 144 ) stated that training of all supervisors and managers in performance management and specifically in performance measurement is of vital importance and since organizations need knowledgeable , skilled and competent workforce . All employees have to understand the system and to apply it with insight.



Even the Employment Equity Act 55 of 1998 emphasizes the fact that Government need skillful employees in order to maintain its economy. Section 15(2)(d)(ii)of the Act state that a designated employer must retain and develop people by implementing appropriate training measures , including measures in terms of an Act of Parliament providing for skills development .

Goldstein (1991: 508) states that labour economists divide training programmes into general and specific training programmes. General training refers to training in which employees gain skills that be used at most workplaces. Specific training refers to training in which employees gain information and skills that is tailored specifically of their own workplace.

Weis (1990 :321 ) continue to emphasize the importance of training as to enhance performance . Key qualification is their capability to learn how to

perform the job .While Roscoe (1992 : 25 ) says training provides opportunity for person to enter the job market with needed talents and perform in new functions

Kanfer & Ackerman (1989 :664 ) states that as when an employee start to understand the demands of the task he/she may develops a performance strategy ,thus the employee skilled performance are not necessarily determines by the same abilities that affect the initial level of task performance or speed of skilled acquisition.

### **2.8.1 Purpose of training**

Van Dyk et al (1999: 33) says the following:

- (i) Training improves performance for employees and better services
- (ii) It updates employee's skills and avoid managerial obsolescence
- (iii) Helps in the solution of problems, conflicts and disputes
- (iv) Prepare employees for promotion and managerial succession
- (v) Motivation variables of recognition, achievement, growth and responsibility are internalized and operationalised
- (vi) It improves relationship between superior and subordinate
- (vii) It improves the labour/management relation.

Motivational variables of recognition, achievement, growth and responsibility are internalized and operationalised and it also improves relationship between superior and subordinate . Section 15 (2)(d)(ii) of the Act states that a designated employer must retain and develop people from designated group and to implement appropriate training measures in terms of an Act of parliament providing for skill development .

## **2.8.2 Developing subordinates**

The personal development role of the managers is so obvious that it does not warrant much discussion. Schultz (1990:145) put concisely: 'Leaders must supply people with skills training and education.

Leaders must become better communicators and involve people in key business decisions they must design their organizations to minimize bureaucracy and optimize the flow of products and services to customers.

For many people, at all levels, these requirements represent fundamental changes in relationships, self-image and even working context. Therefore it is critical that the organization provides support by means of training, development.

Training and development therefore cannot be viewed as luxuries, but are a major responsibility and crucial to any organization's survival. Section 15 (2) (d) (ii) of the Act states that a designated employer must retain and develop people from a designated group and to implement appropriate training measures in terms of an Act of parliament providing for skill development.

## **2.9 CAREER MANAGEMENT**

Career management is the process by which the career aspirations of the individual employee are reconciled with the operational objectives of the organization. Carell et al (1998 : 308 ) states that career planning should be the responsibility of both the employee and the manager. The objective should be the identification and development of growth potential in all employees. Supervisors must do basic work planning for their work group on an ongoing basis in order to communicate individual work expectations.

The employee's potential and future with the company must be discussed, and career development must be facilitated. Work unit mission, goals and objectives must be understood. How the department should work together must be clear. This may involve developing the department into work teams with common goals, roles and procedures. Feedback on group or team goals follows as the next step in continual department improvement.

### **2.9.1 Effective career management:**

- (i) Enables employees to maximize career potential by availing themselves of job opportunities, training and development.
- (ii) Enables employers to develop the organizations human resource capacity while supporting as far as possible employees career aspirations.
- (iii) Managers should have a career discussion with employees at least once a year during the performance review process.
- (iv) The employee and manager should reach an understanding of how the employee's career aspirations can best be met and this understanding should be recorded as part of the personal development plan.
- (v) Suitable training and/or formal courses and education programmes should be identified and time-scales set for their completion and the manager should be aware of the job related training opportunities that arise and keep the employee informed about these.
- (vi) Managers should be particularly aware of the need to accommodate and assist those whose development potential has been hampered in the past. These employees should be assisted and encouraged through the employment equity plan initiatives. The managers own performance assessment should have development of their employees as a key performance area ( Schultz 1990: 145).

## **2.10 POLICIES**

The identification of responsibilities, where policy formulation is separated from implementation, is necessary precursor to strengthen accountability. Further that enhanced accountability fits with a broader concern to adopt a more managerial approach. Such an approach suggests that accountability is enhanced by tighter definition of tasks, measurement of performance, devolution of resource control, strengthening of monitoring and clarifying of incentives.

Unfortunately a mindset of a culture of complacency, which has developed over the years in the public service, has not been transformed. Even though efforts to establish a unit responsible for transformation, mandates thereof are not specific, problem areas have not been identified and performance measurements have not been set.

Employees with the department are still not accountable for the quality or value of the work they perform. The new Regulations indicted by Regulation Gazette No. 6544, Vol., 409 dated 01 July 1999, have created the necessary mechanism to measure the quality of performance and to encourage and reward the provision of improved services yet not efforts have been made to implement them.

### **2.10.1 The regulations and their purposes**

- (i) Part II – delegation ,authorization and responsibility
- (ii) Part III – planning , work organization and reporting
- (iii) Part IV- job evaluation
- (iv) Part V - compensation for employees
- (v) Part VIII – performance management and development

Government Gazette No. 17669 which is a Green Paper on policy proposal for a new public service statute mentions a fact that a range of reforms will be required to shift the focus from compliance with the measurement of quality of work and services supplied. This will acquire appropriate human resources development and skills development of criteria to measure the quality of service delivery. The measures would have to be adopted both in respect of performance of individual employees and of their respective Directorate.

Greater accountability must be achieved. The department must be accountable to those whom it serves for the quality of services as involvement, understanding and knowledge of the departmental objectives. As implementers of policies and programs they need to have more insight on the objectives of the department.

Part III of the new Public Service regulations B1 states that an executing authority shall prepare a strategic plan for her or his department, it states the department's core objectives, based on the constitutional and other legislative mandates, functional mandates and the service delivery improvement programmed mentioned in regulation III C

It also describe the core and support activities necessary to achieve the core objectives, avoiding duplication of functions by:

- (i) specifying the functions the department will perform internally and those it will contract out:
- (ii) Describing the goals or targets to be attained on the medium term and setting out a programmed for attaining those goals and targets;
- (iii) specifying information system to enable the executing authority to monitor the progress made towards achieving those goals, targets and core objectives.
- (iv) B.3. states that, in implementing the strategic plan, a head of the department shall-promote the efficient, economic and effective use of resources as to improve the functioning of the department

Principle in Part VIII reflect that departments shall manage performance in a consultative, supportive and non discriminatory manner in order to enhance organizational efficiency and effectiveness, accountability for the use of resources and the achievement of result to improve the functioning of the department.

Principle in Part VIII reflect that departments shall manage performance in a consultative, supportive and non discriminatory manner in order to enhance organizational efficiency and effectiveness, accountability for use of resources and the achievement of results. Performance management process shall link to broad and consistent plans for staff development and align with the department's strategic goals. The primary orientation of performance management shall be developmental but shall allow for effective response to consistent inadequate performance and for recognition of good performance.

### **2.10.2 Values and Principles.**

Chapter 10 of the new Constitution establishes the basic values and principles governing public administration, public service being part of it, are laid down as follow:

- (i) The promotion and maintenance of a high standard of professional ethics
- (ii) The promotion of efficient, economic , effective use of resources and development oriented.
- (iii) Service must be delivered impartially, fairly, equitable and without bias.
- (iv) Be responsive to the need of the people and be encouraged to participate in policy making
- (v) There must be accountability , good human resource management and career development practices must be cultivated to maximize human potential

- (vi) Public administration must be broadly representative of South African people.
- (vii) Employment and personnel management practices must be based on ability, objectivity, fairness and the need to address the imbalance of the past to achieve broad representation.

These values address most of the issues raised in the document which means these factors need to be enforced.

### **2.10.3 Management by objectives.**

Management by objectives emphasizes participative set goals that are tangible, verifiable and measurable. According to Robins (1997 :204) **MBO's** appeal undoubtedly lies in its emphasis on converting overall organizational objectives into specific objectives for organizational units and individual member. MBO operationalises the concept of objectives by devising a process by which objectives cascade down through the organization

### **2.10.4 Workplace HIV/AIDS Policy**



Every workplace should develop a HIV/AIDS policy in order to ensure that people affected by HIV/Aids are not unfairly discriminated. The policy cover the following in connection with performance as stated by Business Blue Book (2001:9).

- (i) Details on employment policies e.g. (Performance Management and procedure to be followed to determine medical incapacity and dismissal).
- (ii) Express standards of behaviour expected of employers and employees and appropriate measures to deal with deviations from these standards.
- (iii) Means of communication within the organization.

### **2.10.5 Designate a supervisor for each employee**

PSRVIII.B.3 requires that a supervisor be designated to manage an employee's performance. The supervisor, must explain the performance assessment procedure to the employee before the assessment cycle starts, or within one month after the person has been appointed or promoted to a post.

The supervisor must inform the employee of the criteria to be used for the performance assessment meet with employees regularly to discuss their basic objectives and what successes or failures they have experienced. Together, the supervisor and employees should agree on performance objectives and targets. These objectives should directly link to the overall objectives of the section or department.

### **2.10.6 Communicate and give feedback**

PSR VIII.B.4 requires a supervisor to give the employee feedback on her or his performance. Such feedback must be given at least four times within the assessment period. If the employee's performance is satisfactory, then one can give the feedback verbally. However, if the employee's performance is unsatisfactory, it must be given in writing.

Supervisors needs to conduct assessments at least twice in this six months period before the employee's annual formal performance assessment date. A written assessment must be made on the annual date using the instrument referred to in PSR VIII.C.

### **2.10.7 The Employee Assistant Programme Concept ( EAP )**

EAP is an employment-based or an employer-sponsored programme which addresses the productivity, health and employee relations problems associated

with employee who are impaired by personal problems .The nature of these problems may vary from chemical dependence, to marital concern family problems, psychological disorders, emotional problems, HIV / AIDS, home or work stress and experiencing trauma.

However the employer intervene with problems that affect the employee 's job performance . EAP help in fostering employee well being, maintaining acceptable standards of job performance as well as reinforcing job security under normal circumstances

### **2.10.8 Disciplinary Procedures In Cases Of Poor Performance**

Carell et al (503 ) state that the primary objective of discipline is to motivate an employee to comply with the company's performance standards . An employee receives discipline after failing to meet some obligation of the job . The other objective is to create or to maintain mutual respect and trust between supervisors and employees. however improper disciplinary may lead to low morale ,resentment and ill will between the two parties .

Discipline for poor performance should not be done while employee is still in training or learning the job. Poor performance often refers to the inability of the employee to meet performance standard required by the job .This may be the result of a variety of factors including incompetence , illness ,and incompatibility.

After suggested performance improvement mechanisms and several warnings, consistent poor performance on the part of employees may require taking of disciplinary action in terms of the Labour Relations Act and new Disciplinary code Procedure (PSCBC Resolution 2 of 1999).

### **2.10.8.1 The proceeding objectives are**

Grogan (1999:162 ) suggested that the objectives of disciplinary procedure is:

To assist employees to overcome poor work performance and perform to the standard , and to promote efficient and effective performance by employees .It also enables the employer to function efficiently and effectively .The discipline must be applied where it is appropriate and necessary.

### **2.10.8.2 Investigation and counseling**

When an employee is not performing to standard , investigations to ascertain this are crucial . The nature of this investigation should establish if the employee was aware of the standard to be met. Investigations should also establish whether there has been a failure to meet the expected standard and any other reasons for the poor performance.

If it appears the reason for poor performance is lack of training then the is expected to provide such training. Also if the employee is failing to meet the required standard the employer should provide counseling.

In case where even after counseling, the employee does not reach the required standard within a set period then the employer may: (Grogan 1999:162).

- (i) Further counsel the employee and issue the employee with a written warning for poor performance
- (ii) Issue the employee with a final written warning for poor performance
- (iii) Serve the notice to employee to attend poor performance hearing
- (iv) The hearing must be conducted in the same manner as disciplinary hearing
- (v) At the conclusion decision can be taken of either given the employee the chance to improve and further counseling

- (vi) If there is still no improvement even after further training the employee can be dismissed .

### **2.10.8.3 Incorrect discipline**

Carell et al (503 ) also stated the following as they may be associated with disciplinary process :

- (i) Punctuated discipline : this involve threats ,harassment and intimidation and negative feedback ; feedback is given to employee only when unsatisfactory performance occurs and fail to provide reinforcement when improves or when a job is done well .
- (ii) Late intervention: supervisor has a tendency of allowing problems to drag on until it reaches a serious level.
- (iii) Inadequate definition: during counseling to rectify a performance problem, supervisor may fell an employee that she or he is uncooperative, disloyal or not team team player.
- (iv) Labeling employees not behaviour : Unsatisfactory performance may result an employee being labeled 'lazy '.
- (v) Misplaced responsibility :sometimes when responsibility for changing behaviour fall on the employee an improvement does occur but the supervisor still applies. further disciplinary action.

### **2.10.8.4 Managing poor performance**

If an employee has performed poorly, the supervisor must inform him/her of the reasons in writing Provision should be made for the employee to refuse to sign a performance assessment instrument.

The supervisor needs to identify and communicate to your employees what route of appeal they can follow if they are unhappy with the performance assessment.

If employees want to appeal against an assessment, then they must be allowed to bring a colleague or trade union representative to assist them during the appeal process.

The supervisor must also provide remedial and support to assist employees to improve their performance. They must consider steps to discharge the person because they are unfit or incapable of carrying out their duties in compliance with the Labour Relations Act of 1995 and performance management and development policy.

Both manager and employee must agree on the problem : Identify and reach mutual agreement that the performance of the employee has fallen short of your agreed objectives and targets and also. Identify the reasons for the shortfall, but don't try to attach blame to anyone.

They must agree on the corrective action that needs to be taken. Implement corrective action : Identify and support the corrective action, for instance by making arrangements to training or additional resources. Monitor progress :

Monitor the employee's progress and give feedback. It is also important to encourage individual employees to monitor their own performance and to identify possible further action that could remedy their poor performance. This can be described as a 'self-managed learning process.

Training and development is done where an employee lacks necessary competencies in order to carry out the job. Employee Assistance Programme if an employee encounters social and work related problems that cause poor performance. (Incapacity Code).

In Chapter 3 the Research methodology will be discussed the description will include how data is going to be collected. Description of the population, and how sample. Is going to be structured.

## CHAPTER 3

### 3.1 RESEARCH METHODOLOGY

#### 3.1.1 Methodology

Smith (1995: 23) states that methodology is the approach taken to collect data. The approach must be systematic and orderly in nature and on the other hand techniques consist of procedures that will define the problems clearly and which are linked with each other in a logical and systematic sequence. In this study the following method will be used.

#### 3.1.2 The organization and population

The study will be conducted within the Department of Agriculture, Conservation and the Environment with special reference to the directorate of veterinary services. It is distributed throughout the Province. The directorate of Veterinary Services consists of state veterinarians, technicians and human resource staff.

#### 3.1.3 Survey method

The intended methods to be used are Exploratory, Descriptive and explanatory. Choice of exploratory method emanates from the need to gain insight into a situation, phenomenon and society. It should be noted that the research aims at exploring a relatively unknown field.

Descriptive method will create an opportunity to observe and provide an empirical observed description of events. While Exploratory research provides cause, in order to explain phenomenon. This is more of a diagnostic and analytic type of research.

### **3.1.4 Evaluation method**

Evaluation method cannot be excluded because there is a need to assess the design, implementation and usefulness of policies adopted initially to be used for intervention. Jankowics (1995 : 15 ) defines the research methodology as specification of the approach which should be adopted to carry out the research in order to collect data and information.

#### **3.1.4.1 Data collection procedure**

Relevant data will mainly be collected by means of a random sample survey. A structured questionnaire will be designed for the study and interviews will be conducted with all technicians both lab and district animal health, managers and support staff.

Proportional sampling will be used so that different job categories, qualification etc are represented .Wegner (1993:177) says the sample proportion is the measure of central location when random variables under study is quantitative. He further states that it will identify how the sample proportion is related to the true but unknown population proportion for any categorical random variables

Interview methods are going to be used because you get direct response through direct questioning. Some of the questions will be completed through face-to-face contact with the respondent especially to those who cannot read and write the language used. Wegner (1993: 14) state three approaches to gather interview data as follows:

**(i) Personal interview:**

Where completion is through face-to-face contact the advantage is that high response rate is achieved and it allows probing for reasons. Data is also collected fast and non-verbal responses can be observed and noted.

Personal interview is very expensive and there is the possibility of gathering biased data and is high if the interviewer is influential and this study must not be biased. Observation will also be done during the interview as what kind of forms is being used by the department and look if there are any loopholes.

**(ii) Postal survey:**

Since this study is going to be done through out Northwest Province some of the questionnaire will be posted through fast mail. The advantage is that a large sample of respondents can be reached and post is also cost effective and interview bias is limited.

Respondents may have more time to respond and enjoy their confidentiality .The problem may arise if they may ignore them and if clarity is needed and post may take long.

**(iii) Telephone interview:**

It is conducted telephonically with respondents and it allows quick contact with geographically dispersed respondents and callbacks can be done for clarity. Interview probing is possible. The loophole is that the respondents loose their anonymity and trained interview is requested.



### 3.2 The Sample

A total of sixty questionnaires will be developed in order to gather more information. Preference for gathering information will be through interviewing and filling information requested by the questionnaire.

**Table 1: Distribution of questionnaire**

<b>Job Categories</b>	<b>Number of questionnaires to be distributed</b>
<b>State Vets \ Managers</b>	10
<b>AHT's</b>	15
<b>Lab Tech</b>	10
<b>VPH Tech</b>	10
<b>Supporting\admin staff</b>	15
<b>Total</b>	<b>60</b>

### 3.3 Statistics Information

According to Wegner (1993: 5) inferential statistics is the extent the information is extracted from a sample to the actual environment in which the problem arise. This method allows managers to establish the bounds of reliability of their limited data when generalization area sought. Statistical inference can be performed through estimation and through hypotheses testing. Inferential statistics is that area which aims to estimate the true population parameter.

**Descriptive statistics** and exploratory statistical analyses were conducted (using frequencies, cumulative, frequencies, and percentages on the questionnaire in order to describe the sample in terms of relevant biographical aspects and to get preliminary results on the item responses on the variables or aspects of the study.

In chapter 4 the study will be analyzed and interpretation. In Chapter 4 the analysis will be done. Tables and graphs will be used. Analysis will be done through methods described above . The finding will also help to confirm the hypothesis.

## CHAPTER 4

### 4.1 ANALYSIS THE STUDY

#### 4.1.1 Introduction

This chapter provides an analysis and interpretation of the major findings of a study of performance problems in the directorate vet services. The scope of this study obviously does not permit a full discussion of all the findings. Results in respect of some questions are briefly discussed. The responses were interpreted as follows (see Table 1) **Annexure A** is also attached which have graphs which displays some of the findings

Questions were based on questionnaire developed for performance in this department. The responses of the groups were integrated and analysed for each section of the questionnaire. Descriptive statistics (means, standard deviation and frequencies) as well as inferential statistics were used in this study. The approach taken was to establish common areas of agreement and determine priority area within questionnaire.

**Table 1: Distribution of questionnaire and percentage returned**

Job Categories	Number of questionnaire distributed	Number of questionnaire returned	Percentage of questionnaire returned
State Vets & Managers	10	10	100
AHT's	15	15	100
Lab Tech	10	5	50
VPH Tech	10	5	50
Supporting admin staff	15	15	100
<b>Total</b>	<b>60</b>	<b>50</b>	<b>83</b>

According to Table 1 it is actually not clear why the response rate varied considerably. The smallest or lowest return rate namely 50% come from categories where small number of questionnaires were distributed

#### 4.2 Biographical data

Full biographical details are provided in Table 2,3,4,5,6 below

**Table (2)**

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	22	44.0	44.0	44.0
	Male	28	56.0	56.0	100.0
	Total	50	100.0	100.0	

The majority of respondents were men (56%). From the table above it is clear that the director is dominated by men.

**Table (3)**

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-24	4	8.0	8.0	8.0
	35-44	23	46.0	46.0	54.0
	45-54	15	30.0	30.0	84.0
	55-64	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

**Table (4)**

		Salary			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than R1000 per Month	1	2.0	2.0	2.0
	R2000-R3000	17	34.0	34.0	36.0
	R3001-R4000	32	64.0	64.0	100.0
	Total	50	100.0	100.0	

**Table (5)**

**Qualification**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than Std 8	8	16.0	16.0	16.0
	Std 10	9	18.0	18.0	34.0
	Tertiary	33	66.0	66.0	100.0
	Total	50	100.0	100.0	

Majority of respondents (66%) possessed university, diploma, degree and doctorates only (16%) have less than Std 8

**Table (6)**

**Rank**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Clerk	11	22.0	22.0	22.0
	Technician	25	50.0	50.0	72.0
	Manager	14	28.0	28.0	100.0
	Total	50	100.0	100.0	

The employment profile in table 6 of the respondents indicate that half of respondents were the technician (50%) and (22%) of support staff (Clerk).

**Table (7)**

There is correlation between most variables as shown in (Table 7) The table clearly indicate the implication of one variable over the other. From the table employees who are motivated at their work mostly get job satisfaction .

**Correlations**

		Training Q5	Skills Q4	Understanding Q3	Experience Q2	Knowledge To Perform work Q1	Maintenance of High Performance Standards Q18	Motivation at Present Job Q23	Satisfaction With Present Job Q22
Training Q5	Pearson Correlation	1.000	.866**	.615**	.600**	.587**	.278	.292*	.342*
	Sig. (2-tailed)	.	.000	.000	.000	.000	.051	.040	.015
	N	50	50	50	50	50	50	50	50
Skills Q4	Pearson Correlation	.866**	1.000	.623**	.629**	.578**	.227	.158	.258
	Sig. (2-tailed)	.000	.	.000	.000	.000	.113	.273	.070
	N	50	50	50	50	50	50	50	50
Understanding Q3	Pearson Correlation	.615**	.623**	1.000	.761**	.657**	.340*	.162	.236
	Sig. (2-tailed)	.000	.000	.	.000	.000	.016	.290	.099
	N	50	50	50	50	50	50	50	50
Experience Q2	Pearson Correlation	.600**	.629**	.761**	1.000	.836**	.231	.208	.305*
	Sig. (2-tailed)	.000	.000	.000	.	.000	.106	.147	.031
	N	50	50	50	50	50	50	50	50
Knowledge To Perform work Q1	Pearson Correlation	.587**	.578**	.657**	.836**	1.000	.284*	.353*	.362*
	Sig. (2-tailed)	.000	.000	.000	.000	.	.046	.012	.010
	N	50	50	50	50	50	50	50	50
Maintenance of High Performance Standards Q18	Pearson Correlation	.278	.227	.340*	.231	.284*	1.000	.483**	.455**
	Sig. (2-tailed)	.051	.113	.016	.106	.046	.	.000	.001
	N	50	50	50	50	50	50	50	50
Motivation at Present Job Q23	Pearson Correlation	.292*	.158	.162	.208	.353*	.483**	1.000	.880**
	Sig. (2-tailed)	.040	.273	.280	.147	.012	.000	.	.000
	N	50	50	50	50	50	50	50	50
Satisfaction With Present Job Q22	Pearson Correlation	.342*	.258	.236	.305*	.362**	.455**	.880**	1.000
	Sig. (2-tailed)	.015	.070	.099	.031	.010	.001	.000	.
	N	50	50	50	50	50	50	50	50

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

**Table (8)**

There is correlation between most variables as shown in (Table 8) The table clearly indicate the implication of one variable over the other. From the table it is clear that a person who have undergone both formal and informal training possesses skills to perform the job. Well experience and knowledgeable staff understand what they are expected to do and it is also versa versar.

**Correlations**

		Training Q5	Skills Q4	Understanding Q3	Experience Q2	Knowledge To Perform work Q1	Maintenance of High Performance Standards Q18	Motivation at Present Job Q23	Satisfaction With Present Job Q22
Training Q5	Pearson Correlation	1.000	.866**	.615**	.600**	.587**	.278	.292*	.342*
	Sig. (2-tailed)		.000	.000	.000	.000	.051	.040	.015
	N	50	50	50	50	50	50	50	50
Skills Q4	Pearson Correlation	.866**	1.000	.623**	.629**	.578**	.227	.158	.258
	Sig. (2-tailed)	.000		.000	.000	.000	.113	.273	.070
	N	50	50	50	50	50	50	50	50
Understanding Q3	Pearson Correlation	.615**	.623**	1.000	.761**	.657**	.340*	.162	.236
	Sig. (2-tailed)	.000	.000		.000	.000	.016	.280	.099
	N	50	50	50	50	50	50	50	50
Experience Q2	Pearson Correlation	.600**	.629**	.761**	1.000	.836**	.231	.208	.305*
	Sig. (2-tailed)	.000	.000	.000		.000	.106	.147	.031
	N	50	50	50	50	50	50	50	50
Knowledge To Perform work Q1	Pearson Correlation	.587**	.578**	.657**	.836**	1.000	.284*	.353*	.362**
	Sig. (2-tailed)	.000	.000	.000	.000		.046	.012	.010
	N	50	50	50	50	50	50	50	50
Maintenance of High Performance Standards Q18	Pearson Correlation	.278	.227	.340*	.231	.284*	1.000	.483**	.455**
	Sig. (2-tailed)	.051	.113	.016	.106	.046		.000	.001
	N	50	50	50	50	50	50	50	50
Motivation at Present Job Q23	Pearson Correlation	.292*	.158	.162	.208	.353*	.483**	1.000	.880**
	Sig. (2-tailed)	.040	.273	.260	.147	.012	.000		.000
	N	50	50	50	50	50	50	50	50
Satisfaction With Present Job Q22	Pearson Correlation	.342*	.258	.236	.305*	.362**	.455**	.880**	1.000
	Sig. (2-tailed)	.015	.070	.099	.031	.010	.001	.000	
	N	50	50	50	50	50	50	50	50

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
Training Q5	Between Groups	22.766	4	5.691	7.369	.000
	Within Groups	34.754	45	.772		
	Total	57.520	49			
Skills Q4	Between Groups	21.763	4	5.441	7.647	.000
	Within Groups	32.017	45	.711		
	Total	53.780	49			
Experience Q2	Between Groups	27.600	4	6.900	18.933	.000
	Within Groups	16.400	45	.364		
	Total	44.000	49			

Table 10&11 below shows the significance of various variables . From the two tables it is clear that for an employee to perform up to the standard expected he/she must be well trained ,have necessary skills and be well experienced .

### **4.3 Job Satisfaction**

In this section employees indicated in a five point scale where one equals to 'not at all 'and five equals to 'to a very great extent 'how various aspects contributed towards their job satisfaction .the aspects contributed to job satisfaction was that the employees do not like what they are doing.

Employees are not skilled enough as far as managerial skills, performance appraisal and performance management is concerned. Managers of these directorate are mostly Veterinarian who has lot of technical skills as far as animal diseases is concern and they are unable to deliver quality management, they feel that administration is waste of time and there is lot of paper work whereas they would like to perform their actual work. When one performs as desired but does not know how to do it then he lacks skills .

Responsibilities are not well defined as well as lines or channel of communication seems not to be effective enough .Employees shows a sign of not getting enough feedback from decisions taken by management . It is also clear that most of staff are not satisfied as well as motivated with their present jobs .

**Table (11)**

**ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
Reward System Based on Employee Value Q27	Between Groups	15.335	4	3.834	2.572	.050
	Within Groups	67.085	45	1.491		
	Total	82.420	49			
Reward System Based on Employee Performance Q29	Between Groups	17.759	4	4.440	2.484	.057
	Within Groups	80.421	45	1.787		
	Total	98.180	49			
Recognition for Good Performance Q30	Between Groups	14.866	4	3.717	2.732	.041
	Within Groups	61.214	45	1.360		
	Total	76.080	49			
Validity of Performance Appraisal Q31	Between Groups	17.461	4	4.365	3.323	.018
	Within Groups	59.119	45	1.314		
	Total	76.580	49			
Satisfaction With Present Job Q22	Between Groups	9.015	4	2.254	1.649	.178
	Within Groups	61.485	45	1.366		
	Total	70.500	49			
Motivation at Present Job Q23	Between Groups	10.695	4	2.674	1.546	.205
	Within Groups	77.805	45	1.729		
	Total	88.500	49			
Responsibilities Well Defined Q16	Between Groups	16.849	4	4.212	6.520	.000
	Within Groups	29.071	45	.646		
	Total	45.920	49			
Maintainance of High Performance Standards Q18	Between Groups	8.089	4	2.022	2.299	.073
	Within Groups	39.591	45	.880		
	Total	47.680	49			
Communication Q12	Between Groups	14.406	4	3.602	5.346	.001
	Within Groups	30.314	45	.674		
	Total	44.720	49			
Feedback Q13	Between Groups	22.995	4	5.749	7.721	.000
	Within Groups	33.505	45	.745		
	Total	56.500	49			
Training Q5	Between Groups	24.996	4	6.249	8.646	.000
	Within Groups	32.524	45	.723		
	Total	57.520	49			
Skills Q4	Between Groups	15.733	4	3.933	4.652	.003
	Within Groups	38.047	45	.845		
	Total	53.780	49			
Understanding Q3	Between Groups	12.195	4	3.049	4.344	.005
	Within Groups	31.585	45	.702		
	Total	43.780	49			
Experience Q2	Between Groups	8.379	4	2.095	2.646	.046
	Within Groups	35.621	45	.792		
	Total	44.000	49			
Knowledge To Perform work Q1	Between Groups	9.623	4	2.406	2.650	.045
	Within Groups	40.857	45	.908		
	Total	50.480	49			

#### 4.4 Career management involvement

The group of respondents in the table below indicated that they wanted promotion followed basis satisfaction (76%), motivation (52%). From this study it is clear that were respondents did not receive the promotion and professional

support they deserve they seem to have a very high expectation.

Performance measurement's failure and rejection of such are often the result not of the technical shortcomings, but rather how the system was developed, implemented and administered ( Kelsall & Leung 1995 :7).

**Table (12): Career expectation: State vets, Technicians, HRM in order of priority**

ITEM	TECH (%)	HRM (%)	STATE VETS (%)	TOTAL AVERAGE (%)	PRIORITY
Promotion	67,8	84,9	83,7	78,7	1
Job satisfaction	81,5	88,1	59,6	76,4	2
Support	73,9	64,3	33,7	57,3	
Professional/private life	60,7	85,2	68,7	71,4	3
Motivation	75,4	59,2	22,8	52,4	5
Recognition/Reward	36,0	32,0	20,0	29,0	6

#### 4.5 Promotion by performance appraisal either for rank/notch.

Technicians were of the opinion that this was a bigger problem than supporting staff . (**Graph 1**). On the whole seems to be a problem. The fact that the responds from all the technicians regarded this as a big problem was surprising, as most of them are not managers.

#### 4.6 Why are they failing to meet required standard?

The variables in tables below shows clearly that they contribute towards poor performance or standard not belong met. This usually result in performance of which this study is investigating.

**Table (13): Standards not being met: State vets, Technicians, HRM in order of priority**

Different variables are depicted in tables 13 and 14 and the discussion of other variable will follow below.

<i>ITEM</i>	<i>TECH</i>	<i>HRM</i>	<i>STATE VETS</i>	<i>TOTAL AVERAGE</i>	<i>PRIORITY</i>
<i>Lack of recognition/reward</i>	7,25	5,75	8,18	7,06	1
<i>Lack of experience</i>	4,42	4,83	5,85	5,37	2
<i>Lack of Support</i>	4,65	5,1	5,68	5,16	3
<i>Job satisfaction</i>	5,16	4,0	6,16	5,12	4
<i>Lack of motivation</i>	1,54	3,16	8,34	4,50	4
<i>Lack of training</i>	1,90	4,3	6,84	4,37	6
<i>Stress</i>	5,63	3,8	3,16	4,20	7
<i>Unfair appraisal</i>	1,08	5,34	4,10	3,51	8

One very often hears this remark when talking to managers about the directorate's performance evaluation, 80 percent of cases ascribe to a particular system, but rather to how the system was designed, implemented, applied and how it is managed. This implies that managers are not fair when coming to evaluate performance.



One of the most common deficiencies in performance evaluation system is that factors are measured which is of less importance, such as personality characteristics. Performance measurement should be limited to the evaluation of goals which should be in compliance with shared values, standards of the directorate and the extent to which managers, supervisors and employees understand and reach these standards.

#### **4.7 Stress**

Most technicians show signs of experiencing stress as displayed in the graph attached and this impacts on their performance. Stressed workers may perform poorly and their jobs may suffer or they may have low morale. The reason they commented is that they are overloaded and there is no recognition from management part.

#### **4.8 Rewards**

Technicians felt that this was a big problem followed by supporting staff in (Graph 2) lack of recognition and respect for work completed seem to contribute towards the problem. Recognition is a very important reward preference and often ranked higher than monetary rewards and job security (Reece & Brandt 1996: 280) Performance management unproductively linked to reward system.

#### **4.9 Performance management system**

In this area employees showed sign of mistrust in the real goal of performance planning and review. The numerous problems were of great concern. General problem depicted such as performance not being managed and not being assessed on the quality of their performance delivered. The fact that performance management is not effective was confirmed by its inadequate linkages discussed on the other aspects. People don't understand or know their

performance standards .Performance management makes managers to concentrate on short-term goals rather than long term goals.

#### **4.10 Job description, tasks and responsibilities**

From the observation gathered in this study most employees are often involved in activities outside their official spheres because of the incompleteness of job description. Areas of responsibility are not thoroughly defined and gaps exist in the definition of work and tasks. Others get involve because of non-performance of others.

Job description are drawn by subordinate after studying the directorate's mission and it defines the broad area of responsibility, they are not specific as they cloud many aspects, employees also try to derive or establish personal targets or KPA's and standards and discuss the final draft with the manager.

Those who do these usually do not state the exact period and these make difficult for managers to can monitor and measure performance. Actually most employee's jobs are described in terms of quantitatively measurable so job description, KPA's and standards are the root of the problem. Performance measurement 's failure and rejection of such are often the result not of the technical shortcomings, but rather how the system was developed, implemented and administered.

**Table (14) Variables measured in percentage**

	Not at all	To a lesser extent	To some extent	To a great extent	To a very great extent
Knowledge to perform the work	2 24%	4 8%	3 8%	16 32%	9 18%
Experience to perform the work	1 2%	3 6	21 42	15 30%	10 20
Understanding what to perform	1 2%	3 6%	21 42%	15 30%	10 20%
Skills to perform the work	2 4%	3 63%	20 40%	16 32%	10 20%
Training to perform the work	2 4%	8 16%	16 32%	17 34%	7 14%
Motivation	8 16%	15 30%	9 18%	10 20%	8 16%
Performance management	2 4%	7 14%	25 50%	12 24%	4 8%
Job satisfaction	7 14%	12 24%	15 35%	11 22%	5 10%
Career management	3 6%	13 26%	20 40%	12 24%	2 4%
Communication	3 5%	14 28%	25 50%	4 8%	4 8%
Maintenance of high performance standards	3 6%	11 22%	23 46%	9 18%	5 10%
Poor performance	1 2%	16 32%	20 40%	8 16%	5 10%
Corrective measures	9 18%	23 46%	8 16%	4 8%	6 12%
Reward system	17 34%	4 8%	7 14%	5 10%	7 14%
Recognition	18 36%	11 22%	14 28%	3 6%	4 8%
Performance appraisal	19 38%	14 28%	11 22%	3 6%	3 6%

#### **4.11 Accountability**

There is a lack of accountability for ensuring that employees met the directorate's objective. Managers are not showing themselves what they are accountable of and how to manage them.

From the observation of the how performance is rated in this department, most of the form's the overall rating are the five point scale, there is nowhere in this set of question in the forms that asked about how the person is to attain the goals he/she is expected to achieve. Employees need to know clearly what is expected form them and this must be clearly spelled out.

#### **4.12 Motivating and support form managers**

It is unlikely that managers can coach and at the sometime measure and evaluate performance. It showed clearly that most employees do not trust their managers and it is hard to create trust and openness. Most employees are not open about their incompetence in particular area. Particularly where there is a possibility that managers will record that incompetence and use that to make decisions about the future of the employee's performance appraisal.

## CHAPTER 5

### 5.1 CONCLUSION AND RECOMMENDATIONS

Many reasons may cause an employee to perform unsatisfactorily. Some of these reasons may be directly attributed to management shortcomings or some other problem within the organization, e.g. structure. If managers could recognize that employees are not the only ones responsible for the problems then they will realize that conducting performance measures require a clear framework for ongoing guidance and perspective planning.

In the case of supervisors and managers, it is also important to measure the extent to which they unlock and utilize their team members' potential. This implies that managers' and supervisors' performance should also be measured in terms of their core task – the extent to which they have succeeded in making their team members successful.

To enhance people's performance the manager must focus on all three of these elements. Performance could be evaluated in terms of the employees potential realization and usage and the extent to which goals are achieved and expectations are met. Performance management is a core element in the creation of a motivating climate and performance measurement is an important part of performance measurement, it is usually effective.

Performance management goes beyond appraising performance; it includes planning, managing, reviewing, rewarding and developing performance. Planning performance includes determining how to set a unit mission, identifying roles, responsibilities, duties, determining the type of rating measures, setting performance standards and communicating performance standards.

A properly constructed performance management system includes documenting performance, good and poor regularly. Managers need to make choices of the major determinants on how well it works and whether it returns value. That is why it is so important that managers know the critical determinants of an effective performance.

### **5.1.1 Recommendations are provided below**

To return back to objectives set for this study the following can be considered as remedies for poor performance and unsuccessful performance management system.

- The department should focus on changing human resource policies and practices .
- Managers should improve the job satisfaction levels of employees by improving their pay and benefits especially for technicians .
- They can facilities careers of the employees by providing important support system.
- Stress seem to be a problem especially for field workers (technicians) and managers should introduce programmes like EAP to alleviate stress related problems. If stress is not dealt with adequately it may lead to lower productivity and low moral among employees.
- More job training opportunities (formal and informal) could be offered to employee by employers to reduce illiteracy rate and promote better performance.
- Employers should give employees more responsibilities to enable them to prove their capabilities, which they have to be successful.
- The department should take cognizance of the fact that team work contributes highly to job performance and should therefore introduce more team work related structures to achieve their objectives.

- Performance management must be considered as an open system characterized by flexibility. It must drive for managing rather than controlling performance.
- All managers must possess all the knowledge needed. They must be all trained in performance management. Train all employees to understand the system and to apply it within the directorate.
- Communicate continuously to all managers and employees about the reason for existence and application of the system and the goals that must be achieved. Continuous to link vision, mission and goals of the system to the directorate.
- Performance appraisal objectives are evaluative and developmental
- Link performance to rewards and recognition. Reward 100% performers better than other employees and also obtain employee's ideas about the kind of rewards and recognition they value. Employees have needed to know what to get in return after performing. They expect their performance to be recognized and be rewarded.
- Discipline should be applied to development someone who under performs to be able to perform better. Discipline is therefore closely linked to the unlocking, development and utilization of human potential and to get people to be committed.
- Rewards and recognition must be equitable and fair and where secrecy exist employee often over-estimate the remuneration of the other with whom they compare themselves and under estimate the others performance, they also under estimate their own outcomes and over estimate their own input.

### **5.1.2 Suggestions for the managers and supervisors**

- (i) Supervisors should not bother doing performance appraisals unless employees have goals and expectations.

- (ii) Supervisors should not waste time trying to explain compensation decisions unless they are also talking about goals and performance on a continual basis.
- (iii) Employees will not care about quality improvement programmes unless they know what their jobs are, how they are doing, and what the directorate is all about. If such an effort is underway, supervisors should concentrate on answering those questions first.
- (iv) Supervisors had better do what they can to get general information about the department to the employee. But again, they should not bother unless employees have a sense of belonging organizational life.

### **5.1.3 Poor management practices result in the following aspects:**

- There are no clear desired output and deadlines to be met.
- Standards are not clearly spelt out
- Managers are not working with subordinates or guiding them of the expected output
- There is no sufficient feedback
- There is also poor communication since lower staff is not aware of most of the changes discussed in top management meeting.
- There is also no feedback as far as assessment is concern; employees do not get any information after the assessment committee panel and the approval from the Deputy Director General.



Unless there is an honest, fair, strong working relationship with their employees, supervisors should not think of improvement efforts. The employees will not know what is in it for them. They will not see the sense in it and they certainly will not succumb to any enticement of an open, honest, collaborative atmosphere of trust if they do not first have some of it with their supervisor (Van Arsdal, 1990: 162).

Clarifying starts with ensuring that work planning is done and goals, objectives and performance standards are set and communicated on an ongoing basis. This implies that managers thoroughly understand the subordinate's work, which includes customer needs, products or services and work processes.

The other clarifying role is to explain the mission and goals of the work unit, why the unit exist, and how it should work. Managers should also make clarity as to the third clearing role understands how the work of the work unit is aligned with the aims of the organization. This role includes issues such as how the directorate fits in with the rest of the whole department and other sectors within the Public Sector.

Probably the most important directional roles are the first two tasks of effective leadership proposed by Latham and Locke (1991): developing a vision for the organization and providing long-term goals and, implicitly, a sense of purpose; and providing more immediate goals for implementation of the vision very important role is actively to pursue a customer focus.

According to Latham \* Locke (1991), the act of measurement signals to employees the goals that are truly valued by the organization. According to Schultz 1990), a sense of personal achievement is a strong motivation force that should be nurtured. One of the most important factors is that performance measurement should not be seen as a system on its own. Performance measurement should be part and parcel of a comprehensive performance management system.

In support of the above Cotsee (1996:171) says a performance management system may include the following:

- Identify and negotiating goals to be achieved to all levels of staff within the organization.

- Link standards to goals and also link equitable and timely towards and recognition to performance.

The system must not be human resources function and responsibility as is the case with the directorate of veterinary services, all line managers should take ownership and also all stakeholders should be involve in development, implementation and management of the system. Top management's performance must be managed and measured by means of system.

Determine why an employee is performing at an unsatisfactory level is of critical importance because a problem cannot be corrected unless its causes are known. Effective managers not only stay alert for employee performance problems but also recognize that productivity problems stem from a variety of courses. Rather than relying on a gut feeling manager should strive to uncover the true causes of performance problems and seeks solutions to eliminate or minimize them.

Communication is also a major aspect as far performance management is: Some managers assume that the employee knows what good performance is and think it unnecessary to state management's expectations. For the new employee, or for the experienced employee who received a promotion or new job assignment, the manager may describe performance standards in vague or subjective terms, leaving the employee to make the job standards on his/her own, or perhaps by learning them to learn form other employees.

The problem is that an employee's perception of good performance may differ markedly from that of the manager. A well-intentioned, achievement-oriented employee may quickly fall from the manager's grace simply because the employee misunderstood what was expected.

One of the manager's major responsibilities is to define clearly and precisely what good performance means. Managers who neglect this important task are likely to have more than their share of performance problems.

Identifying managers must the causes. Recognizing that a gap exists between ideal and actual employee performance brings the supervisor to another issue: what is the cause of the performance shortfall? Without proper analysis of the problem, any solution that is implemented will probably be ineffective, and unsatisfactory performance will likely continue.

Effective management of unsatisfactory performance greatly depends on selecting the correct solution or solutions to the problem. At least the following major causes can be identified:

- **Lack of skills:** On too many occasions, organizations place an employee in a job for which he/she is unsuited. This difficult problem for management (and for the employee) can normally be training the employee and remove the skill deficiency; (2) transfer the employee to a job that utilizes the skills the employee does possess; or (3) terminate the employment.
- **Lack of motivation:** Determine what the employee wants and offer it as a reward for good performance, determine the needs of an employee and creating an environment in which those needs are satisfied is one of the manager's most challenging tasks. In addressing that challenge, decision makers must know the common techniques for motivating the unmotivated:
- Create meaningful goals and objectives, goals should be challenging, attainable and important to the employees who are expected to achieve them. In addition, goals should be clearly communicated to employees, and supervisors should ensure that employees understand their goals and agree with them. Managers should involve the employees in the

goal-setting process by soliciting their feelings and suggestions when creating goals.

- Invite employee participation, employees often have meaningful ideas and suggestions for making their work more productive, satisfying and interesting. Managers should earnestly solicit these ideas, give serious consideration to them and implement them whenever possible.

Let employees know where they stand, Employees do not like to be left in the dark; they want to know how their performance and behaviour compare with the supervisor's expectations.

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Annexure A

